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ABSTRACT

The Student Success Project at Fresno City College (FCC), in California, is structured around 13 student success core indicators for which activities and completion timelines are developed annually. This report presents data on the status of the indicators as of 1994 and describes activities planned for 1995. Following an introduction, a list of the core indicators, and background on FCC's mission and student body, data are presented for the following core indicators: (1) level of attainment of students' final educational goal; (2) student satisfaction with access, instruction, services, facilities, and campus culture; (3) employer assessment of students' training; (4) student placement rate in the work force; (5) degree completion rates and numbers; (6) transfer rates and numbers; (7) fall-to-fall persistence rates and numbers; (8) level of student success after transfer; (9) student assessment of acquired knowledge and skills; (10) students' personal growth and development; (11) students' success in subsequent coursework; (12) retention for individual courses; and (13) student involvement in college activities. Appendixes provide a list of activities and performance measures related to collaborative education, customer service training, and instructional technology projects; a list of 1994-95 Student Success task force members and teams; and a flowchart of FCC's Student Success Project. (KP)

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STUDENT SUCCESS PROGRESS REPORT

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Fresno City College

January 1995

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FRESNO CITY COLLEGE

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OFFICE OF THE PRESIDENT

February 22, 1995

Dear Colleagues:

More than one year ago we embarked on a collective journey to review and enhance the quality of our institution through an emphasis on the success of our students. This document represents a progress report on that journey.

More than 150 students, faculty, staff and administrators have participated in the process. The program has included the identification of indicators for student success as well as the measurement and enhancement of those key areas. The Student Success Task Force has been the driving group behind the activities. They have spawned more than a dozen Task Teams each working on a separate key indicator of student success. Their progress on those indicators is chronicled in this report.

The project has recently passed the mid-point. The next eighteen months will see the institutionalization of many of the programs established by the Student Success Task Force. The end result should be the enhanced success of our students as evidenced by everything from a higher graduation rate to increased student volunteerism. Other results should include improved transfer rates, increased employer satisfaction, and better fall-to-fall persistence.

I encourage you to take time to carefully review this report, and to get involved in one or more of the Task Teams. We will succeed in making a cultural change in our institution only if large numbers of our students and staff are committed to this program.

Our intent from the beginning has been to make a good institution even better. Thanks to all of you, it's happening.

Sincerely,

Brice W. Harris

Brice W. Harris

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STUDENT SUCCESS OFFICE

Student Success Project Coordinators

Frank Quintana and Marilyn Meyer are co-coordinators of the Student Success Project, which is in its' second year, at Fresno City College. Each is working on a partial reassigned-time basis -- Frank from Counseling, and Marilyn from an instructional position in the Information Systems & Decision Sciences Department.

Marilyn Meyer is a native of Fresno. She has taught at FCC since 1985. She served as a department chair, and as President of the Academic Senate. Prior to coming to FCC, Marilyn taught at CSU Fresno for seven years, and was a computer programmer for three years.

Frank Quintana has been a counselor at FCC since 1970. He is the past President of the La Raza Faculty and Staff Association. Frank is also the chair of the counselors' Retention Committee and is the coordinator of the Puente Project.

If you would like additional information about this project Marilyn Meyer and Frank Quintana can be contacted in the Student Success Office at Fresno City College (209) 442-8254.

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Introduction

The Student Success Project is in its second year at Fresno City College. It is structured around 13 student success core indicators (seen on page 4). Each indicator has several activities with completion timelines which were developed by a 33-member Task Force. Task Teams were also activated for every indicator to provide guidance and progress review for each activity (Appendix B). Two coordinators, Marilyn Meyer, an instructor, and Frank Quintana, a counselor, were given 40 percent reassigned time to facilitate the overall project.

In early fall 1994, Dr. Richard Alfred, a leading authority on student success, visited Fresno City College to review the project. On his recommendation a new process was initiated to identify the activities for 1995 (Appendix C).

Dr. Alfred recommended that each Task Team review a set of five questions which would lead them through a process of activity development. The teams submitted the activity reports to the Task Force which finalized the report through an evaluation process. The report then went to administration for review, approval, inclusion in the college annual plan and implementation.

The Task Teams, in collaboration with the Task Force, will participate in the end of year evaluation. The process will then begin anew as the task teams begin the development of new activities for 1996. This report contains some findings from last year, as well as the activities for 1995.

Student Success Core Indicators

Student Goal Attainment — The level of attainment of the student's final educational goal.

Student Satisfaction — Student satisfaction with access, instruction, instructional services, student services, facilities, and campus culture.

Employer Assessment of Students — Employer satisfaction with employee training received at Fresno City College.

Placement Rate in the Work Force — Student job attainment and advancement relevant to degree program.

Degree Completion Rate/Numbers — Number/percent of students completing their stated educational goal of degree attainment.

Transfer Rate/Number — Number/percent of students completing their final educational goal of transferring to a four-year institution.

Fall-to-Fall Persistence — Number/percent of students that continue their education one complete academic year, in accordance with their educational goal.

Success After Transfer — Fresno City College student GPA and persistence at four-year institutions.

Academic Value Added — Exit assessment of acquired knowledge and skills.

Student Personal Growth and Development — Student self-perceived personal growth, community involvement, and moral development.

Success in Subsequent Coursework — Student success beyond developmental and basic skills coursework and in linearly sequential coursework.

Course Retention — Student completion of an individual course.

Student Involvement — Student access and participation in college activities.

Demographic Background

Fresno City College is a large, comprehensive, urban public community college. Founded in 1910, it is the oldest community college in California and is one of two colleges in the State Center Community College District, a district which serves approximately 674,000 people (including seventeen unified and high school districts) in 5,580 square miles of urban and rural areas, an area larger than the state of Connecticut. Fresno City College is located in the agricultural Central San Joaquin Valley, with mountain ranges on three sides. San Francisco and Los Angeles are both 4 hour drives from Fresno. The college offers quality certificate and associate degree-level programs organized within six divisions:

- Social Sciences
- Humanities and The Arts
- Business
- Math, Science & Engineering
- Health Sciences
- Technical & Industrial

In addition, the college provides open-entry, open-exit, non-credit occupational instruction at the Vocational Training Center, an off-campus site in an economically depressed area of Fresno. And the for-profit Training Institute equips the community with a college-based resource for training, reeducation, and continuing education for business, government and industry.

As a comprehensive two-year institution, Fresno City College offers lower division programs that transfer to California State University and campuses of the University of California. Programs for entry into vocational careers, upgraded training in technical fields, and developmental and basic skills training for adults who require them, are also offered. Its allied health programs in nursing, dental hygiene, radiological technology, and respiratory therapy are considered exceptional within the state. The college has gained national recognition for its model Tech Prep program offered via a consortium with the local high schools and Kings River Community College.

Institutional Mission Statement

In 1990, the Board of Trustees, upon the recommendation of the Strategic Planning Committee, which included representatives of all segments of the college community, adopted the following mission statement:

"To provide comprehensive and innovative educational programs that will enable a locally unique population to improve the quality of life and economic well-being of both the individual and the community."

Fresno City College's 1992 statement of Mission and Purpose was developed by the college's Futures Committee, a strategic planning committee consisting of representatives from the college faculty, student body, classified staff and administrators. The statement reads as follows:

Student success and accountability: The main goal of the College is to ensure student success. Human and financial resources should be directed toward that end, and accountability systems implemented to ensure the result. Everything that takes place within the College must ultimately focus on the end product: successful students. The institution must be accountable for developing students who are literate, competent in subject area, proficient in communication and prepared to contribute to our community.

Curriculum and instruction: The curriculum of

the College and the instruction provided by faculty are the core products of the College. In order to assure success of students the curriculum and instructional practices must be appropriate.

College employees: The most valuable asset of the College is its employees. The college must be constantly sensitive to the various needs of the staff, including professional and personal development, inter-group relations, recognition of exceptional performance and achievement among employees, and the quality off campus life.

Diversity: The diversity of our service area places Fresno City College in an enviable position among community colleges. Diversity provides the College with a wonderful challenge to work toward the goal of having the student body and staff reflect the community. Every attempt should be made to encourage and celebrate this diversity. At the same time, the College must work toward better relationships among various groups and individuals. Moreover, the College must work to recognize and maintain the beauty of cultural differences between groups.

Physical environment: Good teaching and learning require adequate facilities. The physical environment directly affects the success of students both in and out of the classroom.

External community: Fresno City College must be sensitive to the educational needs of the community. Without ongoing attention to that imperative, the College will lose sight of its mission.

Characteristics of Student Body

Fresno City College currently serves over 17,000 students with two-year transfer, occupational, technical, developmental, and community education courses. In Fall, 1993 there were 6,542 full-time (each enrolled in 12 or more units) and 11,443 part-time students.

Fall, 1993 headcount	17,985
Fall, 1993 FTE	7,236

Enrollment is open to any person who is a high school graduate or who is eighteen years of age or older and able to benefit from appropriate programs. Of the 17,985 students enrolled for credit in Fall 1993, 88 percent were high school graduates or the equivalent. Over 32 percent of the students are classified as low income.

The table below compares the ethnicity and gender of Fresno City College students to the state and national averages for community college students. As of Fall 1993, 55 percent of the students were age 24 years or less, 24 percent were between the ages of 25-34 years, and 21 percent were 35 years of age or older.

	FCC	State	National
Ethnicity:			
African-American	7.1%	6.8%	10.2%
American Indian	1.9%	1.2%	1.1%
Asian	11.0%	12.8%	4.5%
Filipino	1.2%	—	—
Hispanic	27.7%	13.4%	8.6%
Other	3.5%	3.7%	1.3%
White	47.5%	62.1%	74.3%
TOTAL % MINORITY	52.4%	37.9%	25.7%
Gender:			
Male	47.3%	45.5%	45.3%
Female	52.7%	54.5%	54.7%

Source: U.S. Census Bureau; State Center Community College District

Student Success

The Fresno City College Student Success Project will position FCC to be accountable for the education delivered to our students, and for the success of those students as they move into the world of work. This report describes the thirteen core indicators of success that have been identified by the college, and progress to date of the project.

I. Indicator 1: Student Goal Attainment

Each student indicates an educational goal on their application, and again on each registration permit. A longitudinal study will report the number of students attaining their final educational goal.

II. Current Status:

The academic year 1993-1994 educational goals for Fall 1992, Spring 1993, Fall 1993, and Spring 1994 were keyed into the student database on the District Officer mainframe. Prior to that time the student educational goals had not been entered on a computer or used for any analysis.

A report analyzing longitudinal trends of changes in stated educational goals has been requested from the District MIS department. Research on this issue will help determine if the frequency of goal changes has any impact on the success of the student, and the number of students who attain their final stated educational goal.

Figure 1 shows student educational goals for Fall 1992 through Spring 1994.

STUDENT GOAL	Fall '92	Spring '93	Fall '93	Spring '94
BA/BS degree after AA/AS degree	8,775	7,569	8,495	7,455
BA/BS degree without AA/AS degree	2,825	2,298	2,366	2,161
AA/AS without transfer	1,905	1,657	1,765	1,619
Vocational degree without transfer	279	272	317	269
Vocational certificate without transfer	526	511	513	495
Discover/formulate career interests	629	543	613	468
Prepare for a new career	1,142	1,000	1,108	927
Advance in current career	1,130	1,157	859	911
Maintain Certificate or License	448	383	427	393
Educational Development	443	372	275	311
Improve basic skills	201	180	186	191
High school diploma or G.E.D.	82	84	84	66
Undecided on goal	4,126	3,531	3,703	3,411
Other	432	467	516	327
Total Students	22,943	20,024	21,227	19,004

Figure 1

II. Activities:

Student Goal Attainment

Major Achievable Activities	Performance Measure/Outcomes
1. Conduct a study to identify impacted courses to determine additional sections needed.	1. Increased sections of high-demand courses facilitating student progress towards goal attainment.
2. Longitudinal study of a cross-section of new students as of Fall '94, based on goal	2. Determine goal modification patterns and goal attainment rate.
3. Track patterns of educational goal modification.	3. Data available for study of reasons or patterns of goal changes
4. Assist students with "Undecided" educational goal to determine a goal	4. Identify a process which enables students to determine a goal.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Capture educational goal attainment information from students upon exit through phone survey.	1. Determine goal attainment ratio at exit

Desirable Activities	Performance Measures/Outcomes
1. Establish a "Saturday college" with cohorts of students attaining an AA in Liberal Arts composed of transferable courses.	1. Survey students re: course availability and goal attainment
2. Study degree requirements with a goal of minimizing non-transferable courses.	2. Reduction in the number of non-transferable courses as degree requirements.
3. Survey students in evening classes re: importance of evening summer classes availability.	3. Possible addition of evening summer school courses.

Figure 2

I. Indicator 2: Student Satisfaction

Student satisfaction with access, instruction, instructional services, student services, facilities, and campus culture.

II. Current Status

The Noel-Levitz Student Satisfaction Inventory (Community, Junior and Tecnical College Version) was administered in both Fall 1993 and Fall 1994. Continued annual administration will provide information for statistical analysis of student satisfaction. Results of the Fall 1993 survey revealed 10 Items of most importance to our students:

1. variety of courses provided
2. knowledgeability of faculty
3. classes are at convenient times
4. quality of classroom instruction
5. adequacy of library resources and services
6. the library is open at convenient times
7. the school assists students to reach their educational goal
8. the school is conducive to intellectual growth
9. registration for courses is relatively simple
10. classes are available with relatively few course conflicts

The difference between student satisfaction and student expectations is called the "Performance Gap." Ten items with the largest Performance Gap are:

1. the amount of student parking space
2. security and lighting in parking lots
3. knowledgeability of academic advisors about program requirements
4. ability to register for needed classes
5. getting the "run-around" when seeking information on campus
6. classes scheduled at convenient times
7. financial aid awards are announced to students in time to be helpful in college planning
8. the school assists students to reach their educational goals
9. the campus is safe and secure for all students
10. channels for expressing student complaints are readily available

Figure 3 contrasts performance gaps reported by Fresno City College students (on the left) and performance gaps reported by two-year colleges throughout the nation categorized by general campus area.

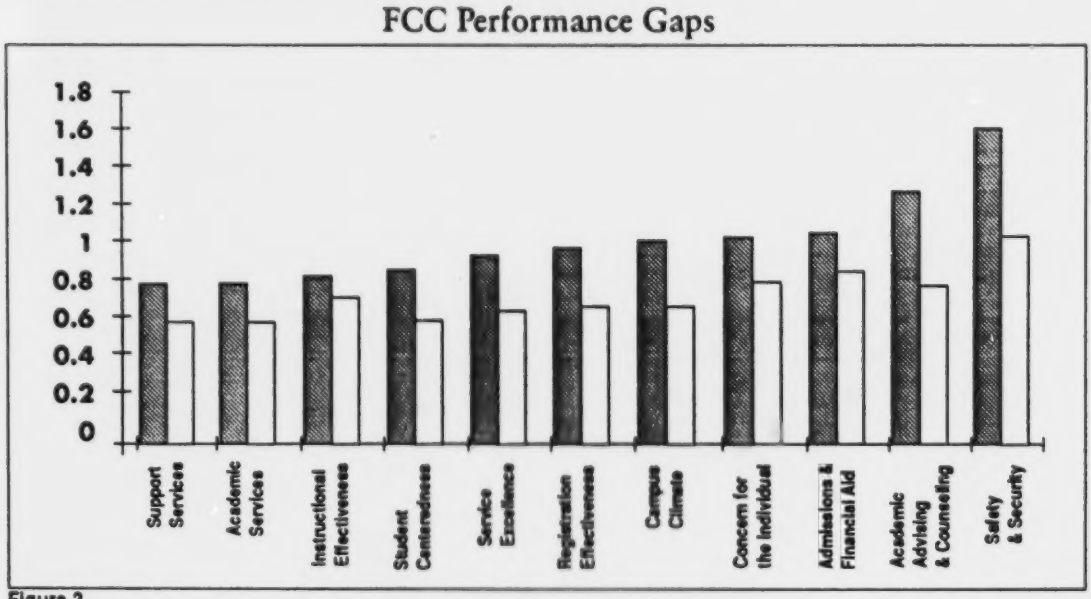


Figure 3

III. Activities:

Student Satisfaction

Major Achievable Activities	Performance Measures/Outcomes
1. Conduct focus groups to determine current student opinion and suggestions regarding student satisfaction with access, instruction, instructional services, student services, facilities, and campus culture.	1. Increased awareness of student concerns leading to appropriate institutional changes.
2. Address student concerns relative to safety and security by increased campus lighting and support for evening escort services.	2. Increased campus safety and security as reflected in a decrease of incidents in the reported crime log.
3. Develop a means for students to express concerns and suggestions using a self-mailer system for use in all areas where students receive campus services.	3. Increased opportunity for students to make their views known and increased ability for the campus to respond.

Minor Achievable Activities	Performance Measures/Outcomes
1. Administer both the Noel-Levitz Satisfaction Inventory and a locally developed Student Satisfaction Survey on an annual basis.	1. Longitudinal data for analysis of student satisfaction issues and trends.

Desirable Activities	Performance Measures/Outcomes
1. Place computerized information kiosks at strategic locations throughout the campus.	1. Better access to information regarding campus services and activities for our students.
2. Install computer hardware and software to establish better access to degree and general education audit systems.	2. Better tools to assist counselors in student advising and to facilitate access to student information.

Figure 4

I. Indicator 3: Employer Assessment of Students

Employers receive a large percentage of students immediately after their college experience. Employer assessment determines how satisfied those employers are with the quality of training received by our students at Fresno City College, and invites their recommendations for improvement.

II. Current Status:

Program advisory committees composed of area employers for vocational programs met in Spring 1994 to make recommendations for program improvement.

A survey of 1992-1993 graduates and certificate recipients was conducted in Spring 1994. Results of that survey have provided a list of employers to survey this year. A program has been purchased by the college to assist in constructing the survey in a manner that will facilitate easy tabulation of results.

III. Activities

Employer Assessment of Students

Major Achievable Activities	Performance Measure/Outcomes
1. Develop an instrument to survey employers about satisfaction with employees trained at FCC and FCC programs.	1. Ability to determine employer satisfaction with former FCC students who have earned a certificate or a degree.
2. Administer the survey to employers of FCC vocational student graduates/certificate completers during the Spring 1995 semester.	2. Analyze employer satisfaction and recommendations for improvements in general education areas (reading, writing, math).
3. Share completed surveys with appropriate divisions/program areas for their analysis.	3. Program area review/revision by department faculty.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Develop and implement a program to recognize the cooperation of exemplary employers.	1. Recognition of our partnerships in the community.
2. Program advisory committees will review and comment on survey results.	2. Involvement of advisory committees in program review and development.

Desirable Activities	Performance Measures/Outcomes
1. Develop a program to inform major employers of FCC students about campus activities, program changes and student achievement.	1. Foster positive communication with employers and promote community awareness of Fresno City College programs

Figure 5

I. Indicator 4: Placement Rate in the Workforce

The number and proportion of students who enter the work force after completion of a certificate or degree in a field directly related to their training within one year of last attendance.

II. Current Status:

The following table reports the number of graduates and students completing certificates during the last two academic years. The base is the number of students with a stated educational goal consistent with degree or certificate attainment. Future surveys will focus on students completing AA/AS degrees and vocational certificates.

	1992-93	1993-94
Total Graduates	1,124	1,252
Graduate Student Base	9,953	9,667
Graduates as a Percent of Base	11.3%	13.0%
Certificate of Achievement	174	185
Certificate of Achievement Base	518	505
Certificate of Achievement Percent	33.6%	36.6%
Certificate of Completion	433	485

Figure 6

The Placement Rate Task-Team conducted a survey of 92-93 graduates and certificate completers. They have summarized their findings from the 296 (19%) surveys returned. The following portion depicts their employment and educational status.

Are you currently employed?

Full time	121
Part Time	125
Not Employed	97

Are you employed in your area of study?

Yes	125
No	97

Did you go to school in 93-94?

Yes	200
No	95

Did you transfer to a 4-yr college?

Yes	127
No	71

Figure 7

III. Activities:

Placement Rate in the Workforce

Major Achievable Activities	Performance Measures/Outcomes
1. Develop and implement a plan to coordinate and document job placement activity college wide.	1. The college will be able to comply with governmental regulations relative to placement rate.
2. Implement existing plans to integrate technology (Voice Link, etc.) in Job Placement	2. Technology will augment and improve delivery of Job Placement Service.
3. Establish a benchmark of the number and proportion of occupational/technical students completing certificates and degrees who are employed in their field of study.	3. Evaluate student placement rate and appropriateness of studies to career choice.

Minor Achievable Activities	Performance Measures/Outcomes
1. Conduct a study of student satisfaction with the Job Placement function.	1. Survey results will be used to refine and augment the function as appropriate.
2. Review the Job Placement function, including mission, philosophy, and frequency of use.	2. Results will be used to refine and augment the function as appropriate.

Desirable Activities	Performance Measures/Outcomes
1. Review the allocation of space required to support Job Placement.	1. Determine need for additional facilities.
2. Identify barriers to student job placement.	2. Ability to eliminate identified barriers and improve job placement rates.

Figure 8

I. Indicator 5: Degree/Certificate Completion

Number and percent of students completing their chosen degree or certificate program.

II. Current Status:

A. The Admissions and Records Office provides the degree and certificate completion numbers each academic year.

B. The Task-Team assisted in increasing the number of graduates, and the number that chose to participate in the graduation ceremony of the 1993-94 academic year. Graduation numbers and percentages for 1992-1993, and 1993-1994 are shown in Figure 9:

	1992-93	1993-94	Increase	Percent
Total graduates	1,124	1,252	128	11.4
Graduates participating in ceremony	451	526	75	16.6

Figure 9

Figure 10 shows the number of students completing AA/AS degrees and certificates. (Base used is number of students declaring an educational goal of AA/AS.)

FCC Students	1992-93	1993-94
Total Campus Enrollment at Census	18,608	17,402
Base for AA/AS degree	9,953	9,667
Number of Graduates	1,124	1,252
% of Graduates	11.3%	13.0%

Certificate of Achievement	174	185
Certificate of Achievement Student Base	518	505
Certificate of Achievement Percent	33.6%	36.6%
Certificate of Completion	433	485

Figure 10

III. Activities:

Degree/Certificate Completion

Major Achievable Activities	Performance Measure/Outcomes
1. Develop the First Annual Certificate Reception on campus to honor students from all division who receive a "Certificate."	1. The number of students receiving a certificate and students participating in the ceremony will increase annually.
2. Establish a more active communication process with articles on AA/AS benefits in the Rampage and Student Success Update.	2. Survey students to determine if they are reading student success articles.
3. Conduct focus groups to identify barriers to graduation.	3. Review identified barriers toward appropriate institutional change.
4. Send a letter to students who have completed 40 units inviting them to apply for a degree or certificate evaluation.	4. Increase the number of students applying for evaluations for certificates and degrees.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Place several Student Success Bulletin Boards with plexi-glass bins around campus where students congregate to distribute relevant articles.	1. An increase in the Student Success Update distribution to students.
2. Distribute an attractively organized graphic report to the division deans and department heads on the number of gradutes and certificate recipients by major for 90-94. See our goals.	2. Increase the number of graduates and certificate recipients.
3. Send a letter from the college president to all graduates inviting them to participate in the commencement ceremony.	3. Increase the number of participants.
4. Continue the graduation regalia display.	4. Increase the number of participants.
5. Investigate the cost of cap and gowns to determine if a grant fund needs to be established.	5. Increase the number of participants.

Desirable Activities	Performance Measures/Outcomes
1. Initiate a fully automated degree audit system	1. Increase the number of degree evaluations by 25% with a long-range goal of all students automatically receiving an evaluations.

Figure 11

I. Indicator 6: Transfer Rate/Number

Number and percent of students completing their final educational goal of transferring to a four-year institution.

II. Current Status:

We receive data on our student transfer rates to each CSU and UC Campus from the California Community College Chancellor's Office, the CSU Chancellor's Office and the UC Chancellor's Office. The California Post-secondary Education Commission (CPEC) publishes an annual report on student transfers from all CCC's to public and private universities.

The following table represents the number of transfer students from FCC to UC, CSU and Independent Institutions.

Fresno City College Transfer Students

	UC	CSU	Private
1990-91	87	1,103	54
1991-92	89	1,049	26
1992-93	79	978	18
1993-94	80	1,123	14

Figure 12

III. Activities:

Transfer Rate/Number

Figure 13

Major Achievable Activities	Performance Measure/Outcomes
1. In the catalogue description of courses section indicate the following for each course as appropriate. AA/CSU, UC.	1. A focus group will explore whether student awareness of transfer courses has increased.
2. Develop a pool of "Faculty Subject Area Specialists" that would coordinate with counseling to assist students in the following areas: a) A thorough discussion of subject area; b) Discussion of best schools in specific area of study, e.g., Art-Sculpture; c) Encourage and motivate students toward transfer success in their field of study.	2. Survey students on increased knowledge of subject, satisfaction and motivation as a result of counseling faculty team approach.
3. Have the student center provide leadership in coordination of club exchanges with CSUF (and CSU, UC) clubs. Paticular attention given to under-represented student and pre-professional clubs.	3. Survey students to determine if there is increased interest in transfer after exposure to university students.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. The FCC Transfer Center Office in coordination with UC, CSU and private university representatives present workshops of interest to transfer students. Example: seminars for middle income parents on "How to Finance a University Education."	1. Evaluations to determine if knowledge, confidence and motivation to transfer has been increased.
Desirable Activities	**Performance Measures/Outcomes**
1. Survey former students to identify transfer barriers that they faced during the transfer process.	1. Identify barriers in the transfer process.
1. Establish faculty to faculty subject matter discussions between FCC faculty and both UC and CSU faculty.	2. Survey faculty and students to determine if students are better prepared as a result of faculty to faculty discussions.

I. Indicator 7: Fall-to-Fall Persistence

Number and percent of students that continue their education one complete academic year, in accordance with their educational goal.

II. Current Status:

Numbers and percentages of continuing students are available from the district computer. A longitudinal study of this data will reveal long-term persistence trends.

Numerous studies have shown a positive corelation between a campus orientation session and Fall-to-Fall persistence. The New Student Welcome was revised to bring students on campus and have them meet with faculty. The Academic Senate approved the concept of faculty involvement in orientation and urged faculty to volunteer their time. Over 1200 students attended the Fall orientation. So many faculty volunteered their time that some had to be asked to wait until Fall 1995 to participate.

Figure 14 shows the number of students currently enrolled, the number of those students that have attended Fresno City College in the past, and the percent of currently enrolled students that attended Fresno City College in the past.
NOTE: Students graduating/receiving certificates are not currently factored into the following data.

Semester	Students Enrolled	Continuing Students	Percent Continuing
Fall 1991	18,461	9,547	51.7%
Spring 1992	16,762	11,996	71.6%
Fall 1992	18,608	7,701	41.4%
Spring 1993	17,013	5,701	33.5%
Fall 1993	17,402	9,521	54.7%
Spring 1994	16,165	11,584	71.7%

Figure 14

III. Activities:

Fall-To-Fall Persistence

Major Achievable Activities	Performance Measure/Outcomes
1. Develop a means of tracking cohorts of students from Fall-to-Fall.	1. A reporting system that will establish a benchmark for yearly comparison of student persistence rates.
2. During the first week of the semester have faculty provide information to students regarding availability of support services.	2. Monitor increase/decrease in student use of support services Fall-to-Fall
3. Analyze fall-to-fall persistance of entering students as two cohorts (those who attend and those who do not attend the New Student Welcome).	3. Determine if the New Student Welcome Program positively impacts student persistance.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Establish a Spring Welcome for new students beginning Spring 1996.	1. Establish a feeling of belonging to the college community for new FCC students.
2. Continue and improve the New Student Welcome in the Fall.	2. Establish a feeling of belonging to the college community for new FCC students.

Desirable Activities	Performance Measures/Outcomes
1. Expand the MIS database to include exit interview information.	1. Ability to analyze data gathered from students exiting the college.
2. Conduct a phone survey of all non-continuing students to determine reasons for leaving.	2. Ability to determine why students did not enroll for a subsequent semester.
3. Survey Students on interest for campus offices increasing hours of services for students.	3. Better access to offices at hours identified by students
4. Consider a mandatory educational planning class for all newly matriculated students.	4. Determine if assisting students in establishing career goals will improve persistence rates.

Figure 15

I. Indicator 8: Success after Transfer

The number and proportion of former Fresno City College students who complete their first year of course work after transfer to a four-year college or university with a GPA of 2.0 or better.

II. Current Status:

Figure 16 compares all Fall 1991 upper division transfer students from all California Community Colleges (CCC) to Fresno City College and CSU native junior students. It reports that FCC transfer students had a 2.88 average GPA at Transfer. After one year attending a CSU campus students achieved a 2.86 GPA. The average GPA for all CCC students was 2.88 at transfer and 2.85 after a year at CSU. It goes on to report that CSU native junior students achieved a lower 2.68 GPA during their comparable junior year.

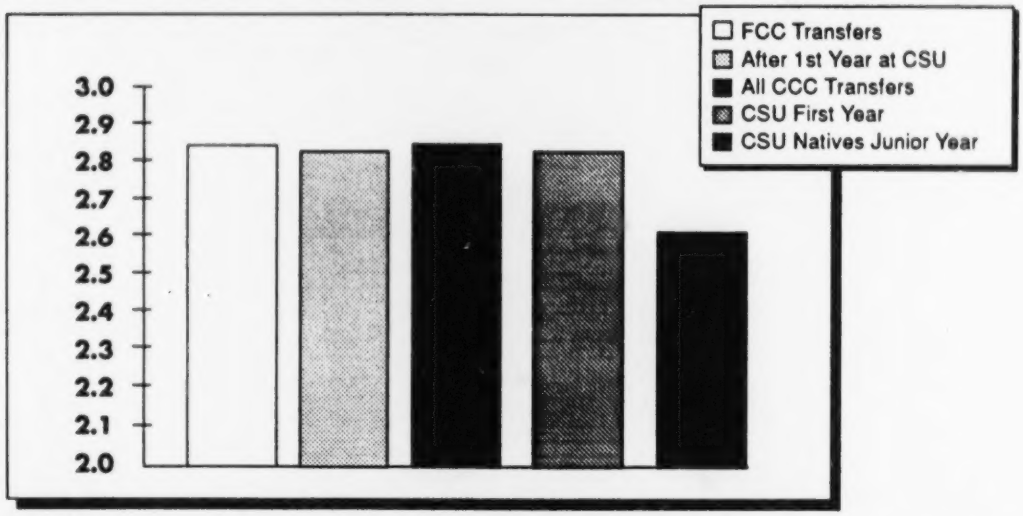
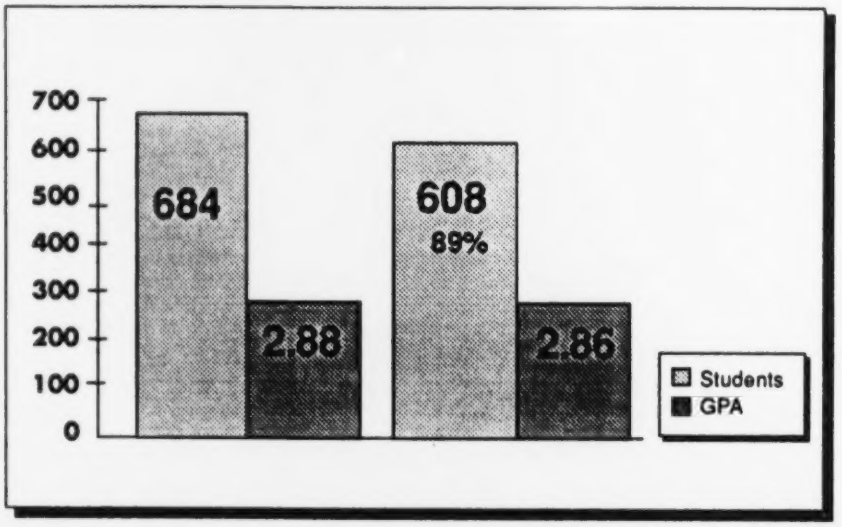


Figure 16

Figure 17

Figure 17 reports that in Fall 1991, 684 upper division transfer students enrolled in the CSU system with a 2.88 GPA. Of the 684 students 608 students or 89% completed their first CSU academic year (Fall 91-Spring 92) with a comparable 2.86 GPA.



III. Activities:

Success After Transfer

Major Achievable Activities	Performance Measure/Outcomes
1. Obtain a list of all transfer students from FCC currently enrolled at the CSU and UC campuses. Request the student's name, social security number, current address, phone, major, semester of entry, university units, and university GPA.	1. A computerized list of all CSU and UC transfer students will assist in surveying former students to determine their success after transfer.
2. Establish a tracking system to follow our former students from transfer to university graduation. Coordinate this project with the UC and CSU research offices.	2. We will establish a benchmark which will be compared against future graduating classes.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Invite former FCC transfer students to speak at FCC transfer workshops, eg., "Fear of Transferring."	1. Measure via an evaluation the impact transfer students have on our students.

Desirable Activities	Performance Measures/Outcomes
1. Develop an established communication system with institutional research offices at UC and CSU campuses.	1. Better communication and relationships with, and data access from CSU and UC campuses.

Figure 18

I. Indicator 9: Academic Value Added: Academic Outcomes Assessment

Students will be assessed when entering Fresno City College and upon completion of coursework to determine acquired knowledge and skills.

II. Current Status:
During the Fall 1994 semester two nationally normed instruments, from ACT and ETS, were pilot tested to determine which outcomes assessment instrument would best measure knowledge and skills acquired by students during their time at FCC.

III. Activities: Academic Outcomes Assessment

Major Achievable Activities	Performance Measure/Outcomes
1. Pilot test two assessment instruments and identify the one most appropriate in assessing acquired knowledge and skills.	1. Select an assessment instrument based on ease of test administration and usefulness of results.
2. Study pilot test data to determine useful interpretation and responsiveness/effectiveness of ACT and ETS.	2. Finalize a model format for data reporting and interpretation
3. Initiate the Value-added Model Assessment Process in the Fall 1995 semester.	3. Establish a benchmark level of skill for incoming freshman students.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Identify and track the cohort student group tested for future post-testing	1. Receive a computerized list of students still enrolled at requested checkpoints.
2. Establish a motivational "hook" (e.g. Register during first week of registration) to entice students to take the Post test.	2. Experiment with more than one "hook" to determine the most effective result.
Desirable Activities	**Performance Measures/Outcomes**
1. Implement a follow up reporting system that can identify academic areas of student weakness which could be correctable with curriculum modifications.	1. An established process for curriculum modification based on data from the testing service.

Figure 19

I. Academic Value Added: Competencies

Development of competencies and behavioral objectives for all courses and programs.

II. Current Status

Title V revisions specific to curriculum required that all courses possible teach toward specific skill competencies or to behavioral/measurable objectives. This became part of the review of all course outlines that concluded approximately one year ago. Curriculum changes require further validation.

III. Activities: **Academic Value Added: Competencies**

Major Achievable Activities	Performance Measure/Outcomes
1. Develop a methodology to present sample data showing effects of competency based teaching.	1. A means of determining the effectiveness of the new teaching methodology.
2. Solicit information from faculty on the value of behavioral objective/competency based teaching.	2. Faculty discussion of behavioral objective/competence based instruction leading to a better understanding of successful teaching techniques.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Collect a sample of course outlines for each program/subject area.	1. Ability to see how behavioral objectives and competencies are integrated into the curriculum.
Desirable Activities	**Performance Measures/Outcomes**
1. Validation by the Curriculum Committee of behavioral objectives/competencies through the five-year review process.	1. Validated course outlines.

Figure 20

I. Indicator 10: Student Personal Growth and Development (Long term)

Student personal growth and development encompasses intellectual growth, growth towards development of career and personal goals, and development of a commitment to contribute to the community.

II. Current Status:

The Noel-Levitz Student Satisfaction Inventory asked students to evaluate their satisfaction on a scale of 1 (not satisfied) to 7 (very satisfied) with various items pertinent to student personal growth.

Mean scores from a sample of 350 students are shown in Figure 21.

Growth Area Surveyed	Mean
Ability to experience intellectual growth at FCC	5.38
Many courses include gender perspectives	5.16
Relevance of core courses to life experience	5.07
Many courses include racial/ethnic perspectives	4.81

Figure 21

III. Activities

Student Personal Growth Development

Major Achievable Activities	Performance Measure/Outcomes
1. Design and implement a survey to be administered annually that will measure student personal growth and development.	1. Ability to determine, and measure on a longitudinal basis, student perception of personal growth.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Encourage students to enroll in the volunteerism class.	1. Increased student awareness of the importance of community service.
2. Encourage students to participate in campus clubs.	2. Increased interaction with other students with possibilities for development of leadership skills and cultural awareness.
3. Schedule speakers to address issues dealing with the community and ethical/social issues.	3. Increased student awareness of ethical/social issues.
Desirable Activities	**Performance Measures/Outcomes**
1. Develop a mentoring program to assist students in determining life goals.	1. Increased student feeling of purpose and direction.

Figure 22

I. Indicator 11: Success in Subsequent Coursework

Student success through developmental and basic skills coursework in English and/or math, and in subsequent sequential coursework.

II. Current Status:

A three year follow-up study by Daniel Kim our Matriculation Researcher, was conducted in Summer 1993. It studied students on two tracks beginning in the Spring 1989 and Fall 1989 semesters through Spring 1992 and Fall 1992 semester.

The students were followed from ENG50 to ENG1A and from ENG60 to ENG1A. A similar three year study conducted in Fall 1992 tracked Math70 and Math60 to the Math1 level. The math and English departments are currently reviewing the studies.

III. Activities

Success in Subsequent Coursework

Major Achievable Activities	Performance Measure/Outcomes
1. Establish baselines for each course sequence studied.	1. Baseline data for comparison in follow-up studies.
2. Develop a model of procedures for computerized tracking of students in English and Math.	2. A model that can be generalized for use in other areas of study.
3. Analyze the necessary data for 1991-1994 for the Math and English sequences.	3. Data to determine variance from preceeding studies.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Present the available study results to the appropriate departments for analysis.	1. Department will determine if any curriculum changes are indicated.
2. Develop a survey to determine the goals of developmental education students.	2. Ability to use goals to assist in understanding subsequent course enrollment decisions.
Desirable Activities	**Performance Measures/Outcomes**
1. Compare rates of success in subsequent coursework with rates in comparable courses from similar community colleges.	1. Determine if other colleges have higher success rates, and if so study their programs.
2. During 1995-1996, utilize the model for tracking success in subsequent coursework to follow students through ESL courses.	2. Ability to evaluate success of students in the ESL program.

Figure 23

I. Indicator 12: Course Retention

The number and percent of students successfully completing individual courses.

II. Current Status:

The retention data available is sufficient to produce analyses by time of day, duration of class, day of week within subject areas. These analyses are not yet complete because of difficulties encountered transferring the data to a microcomputer system. Data for Spring 1994 is not yet available.

The following data is for the Fall 1993 semester.

GRADES	TOTAL GRADES	PERCENT OF GRADES
A, B, C, CR	32,968	62.9
D, F, NC	6,539	12.5
W, WD, WE	12,885	24.6

Figure 24

A withdrawal study was conducted after the census date in the Fall 1993 semester. There were 1156 responses to the withdrawal survey. A summary of the responses to selected questions follows:

- 93.1 percent of the students liked FCC, 64.5 percent liked the school "a lot."
- 66 percent felt that they had sufficient time to determine their ability to pass the class.
- 39.2 percent of the students believed they were earning an A, B, or C in the class at the time they withdrew.
- 38.1 percent cited financial difficulties as contributing to the decision to withdraw.

Those who withdrew because of a poor grade cited the reasons shown in Figure 25:

REASON	FREQUENCY	PERCENT
Class too difficult	221	19.1
Heavy course load	109	9.4
Must work	232	20.1
Family/Health reasons	102	8.8
Not enough FCC help	43	3.7
Does not apply	422	36.2
No response	27	2.3

Figure 25

III. Activities

Course Retention

Major Achievable Activities	Performance Measure/Outcomes
1. Establish a telephone bank to facilitate communication between faculty and absent students staffed by trained student assistants.	1. Determine retention rates of students contacted versus retention rates of students whose names were submitted but who could not be contacted.
2. Analyze course retention data utilizing the "Mark Analysis Report"	2. Determine trends in course retention rates.
3. Decrease the number of students who declare a goal of "Undecided "by offering a survey course with aptitude and interest testing and different faculty presenters each week.	3. Track goal attainment for students with a declared goal versus those who are undecided.
4. Obtain the statewide retention data used to meet SPRE regulations from the CCC Chancellor's office	4. The development of a reporting process that conforms to SPRE regulations
5. Generate an Ad Hoc report which compares student retention from semester to semester	5. The development of benchmark data.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Continue "Success Workshops", for students receiving deficiency notices.	1. A Continued increase of student participation in the workshops each semester.
2. Improve reporting, and acquisition of textbooks on reserve.	2. Increased number of textbooks on reserve and a process for tracking use.
Desirable Activities	**Performance Measures/Outcomes**
1. Have departments review mark Analysis Reports over several semesters to note grading trends, withdrawal ratios and retention by course.	1. More knowledgeable faculty regarding department and division course retention.
2. Hold meetings between faculty and counselors to exchange, information of program requirements and opportunities.	2. Better informed faculty and counselors.
3. Survey students who never show up for classes to find out why.	3. Identify barriers to class attendance.

Figure 26

I. Indicator 13: Student Involvement

Student access and participation in college activities.

II. Current Status:

An informal survey conducted in Spring 1994 revealed the following student participation data:

Figure 27

Activity	Number of Students
Academic Clubs	201
Rampage Newspaper	14
Forensics/Debate	20
Band	44
City Singers and campus choir	54
Theatre	75
Student Government	21

The student accreditation survey contained two questions relevant to this indicator:

"I can participate in student government if I choose to."

61.6 percent agreed or agreed strongly
21.6 percent disagreed or disagreed strongly
23.3 percent did not feel the question applied to them

"Recreation and club activities are provided for students."

68.3 percent agreed or agreed strongly
21.2 percent disagreed or disagreed strongly
19.1 percent did not feel the question applied to them

Of concern are the results of questions on the Noel-Levitz Student Satisfaction Inventory survey. Students ranked variety of intramural activities available and ease of involvement in campus organizations at the bottom of the list of important items.

III. Activities

Student Involvement

Major Achievable Activities	Performance Measures/Outcomes
1. Develop a process to identify the level of student involvement in campus activities.	1. Data on the number of students participating in campus activities.
2. The Collaborative Education Project will encourage students to work together outside of the classroom.	2. Successful course retention rates of students involved in CEP as compared to those not involved.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Better communication of activities to the student body	1. Increased student attendance/participation in student Activities
Desirable Achievable	**Performance Measures**
1. Develop a process to identify the campus activities students desire.	1. A way to determine activities to offer that will maximize student student participation

Figure 28

Appendix A
Staff Develoment Projects

Collaborative Education Project (CEP) • Customer Service Training Instructional Technology

Task Team: Collaborative Education Project (CEP)

The Student Success Office has joined with the EOP&S Program to offer supplemental instruction to students.

Major Achievable Activities	Performance Measure/Outcomes
1. Conduct a supplemental instruction pilot project with EOP&S for at-risk students.	1. Supplemental instruction with faculty to provide an alternative learning approach for students identified as needing additional assistance to be successful.
2. Perform a study to determine if supplemental instruction has been of assistance to student participants.	2. Participating students will be compared with non-participants, and with their own previous records to determine success rates.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Provide support for supplemental instruction faculty in targeted subject areas (English and math)	1. Experienced faculty and supplemental instruction manuals for use by additional faculty in future semesters.
Desirable Activities	**Performance Measures/Outcomes**
1. Continuation and expansion of the supplemental instruction model (CEP) to additional subject areas.	1. Increased student success in courses with supplemental instruction components.

Figure 29

Task Team: Customer Service Training (Connections)

The Student Success Office has joined with the Classified Senate to provide customer service training to all classified employees of the college.

Major Achievable Activities	Performance Measure/Outcomes
1. Provide each employee with three "Connections" training sessions. All employess will have access to training over a three year period.	1. All classified staff will have received training which will enhance their customer service skills.
2. Provide a modified training as "New Staff Orientation" for new student employees and new part-time or temporary staff.	2. All new staff will receive training that will develop their customer service skills.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Identify a process to provide on-going positive feedback and reinforcement to "Connections" trainees.	1. Certificates and a communications system to reinforce the customer service training philosophy.
Desirable Activities	**Performance Measures/Outcomes**
1. Provide a group forum for classified managers on "modeling" the message of "Connections."	1. Management support and practical applications of the "Connections" philosophy.
2. Provide a modified "Connections" training to certificated student services personnel.	2. The customer service philosophy will spread to all student service areas.

Figure 30

Task Team: Instructional Technology

Major Achievable Activities	Performance Measure/Outcomes
1. Set up workshops for the faculty.	1. Survey and compare pre/post faculty satisfaction with campus support of technology.
2. Make one IBM compatible and one MacIntosh multimedia machine available for classroom use.	2. Increased faculty use of multimedia in the classsroom.
3. Purchase additional computer equipment for faculty offices	3. Increased faculty satisfaction with and use of technology.
4. Hire appropriate support staff to facilitate added technology.	4. Support for additional use of technology.
5. Increase number of faculty using computers in the classroom.	5. Survey faculty to determine increase in use of techology in the classroom.
Minor Achievable Activities	**Performance Measures/Outcomes**
1. Pilot test some class sections that use technology and some that do not.	1. Compare class retention rates and student test results.
Desirable Activities	**Performance Measures/Outcomes**
1. Internet access for the faculty	1. Increase resources available to the faculty.
2. E-mail for faculty and staff	2. Improved campus communications.
3. Develop a library of multimedia presentations that would be available to faculty on a check-out basis.	3. Facilitate and increase use of multimedia in the classroom.

Figure 31

Appendix B
Student Success Task Force and Task Teams
1994-95 Program Year

Task Force
Brice Harris
Greg Ahlstrand
Donna Alpert
Bob Arroyo
Steven Boyd
Tony Cantu
Tom Crow
Soledad Dominguez
Sherian Eckenrod
Art Ellish
Robert Fox
Ralph Gant
Ron Graham
Ena Hull
Deborah Ikeda
Jannett Jackson
Jerry Kirkhart
Shirley Lea
Jeff Little
Marilyn Meyer
Dorothy Pucay
Michael Quinn
Frank Quintana
Susie Salem
Jerry Sall
Anne Scheid
Gurdeep Sihota
Rebecca Slaton
Bill Syvertsen
Don Temple
Bonnie Trask
Eileen White

1. Goal Attainment
Marilyn Meyer
Debbie Ikeda
Jannett Jackson
Joaquin Jimenez
Jerry Kirkhart
Dorothy Pucay

2. Student Satisfaction
Marilyn Meyer
Greg Ahlstrand
Bob Arroyo
Tom Crow
Brice Harris
John Roberts
Susie Salem
Rebecca Slaton
Don Temple
Bonnie Trask

3. Employer Assessment
Robert Fox
Steven Boyd
Rick Christl
Tom Crow
Soledad Dominguez
Sherian Eckenrod
Art Ellish
Jerry Sall
Ruth Tarver

4: Placement
Robert Fox
Rick Christl
Sherian Eckenrod
Jerry Sall
Ruth Tarver

5: AA/AS Degree Promotion
Frank Quintana
Kathy Bonilla
Paula Castagna
Jan Diel
Sherian Eckenrod
Shirley Lea
Don Munshower
Ruth Tarver
Bonnie Trask

6: Transfer Rate
Frank Quintana
Ralph Gant
Jill Harmon
Mark McNiff
Anne Scheid
Gerry Stokle

7: Fall to Fall Persistence
Marilyn Meyer
Donna Alpert
Carolyn Drake
Debbie Ikeda
Mark McNiff
Don Temple

7: Task Team 2
New Student Orientation
Marilyn Meyer
Frank Quintana
Roberta Baber
Walter Brooks
Ken Chavez
Mike Guerra

Debbie Ikeda
Mark McNiff
Don Munshower
Gurdeep Sihota

8. Transfer Success
Frank Quintana
Ralph Gant
Jill Harmon
Dorothy Pucay
Gerry Stokle

9. Academic Value
Art Ellish
Marilyn Meyer
Tony Cantu

9. Task-Team 2
Academic OutcomesAssessment
Ray Cramer
Donna Alpert
Tony Cantu
Debbie Ikeda
Daniel Kim
Susan Liberty
Marilyn Meyer
Frank Quintana

10. Student Personal Growth
Robert Fox
Steve Boyd
Soledad Dominguez
Jannett Jackson
Anne Scheid
Gurdeep Sihota

11. Success in Subsequent Coursework
Susan Liberty
Tony Cantu
Daniel Kim
Art Ellish
Ted Ostrander
Michael Quinn
Frank Quintana
Judy Ryan
Barbara Sausen
Bonnie Trask

12. Course Retention Absentee Pilot Project
Marilyn Meyer
Robert Arroyo
Roberta Baber
Jannett Jackson
Jerry Kirkhart
Lucille Rash
Anne Scheid
Rebecca Slaton
Eileen White
Ron Graham

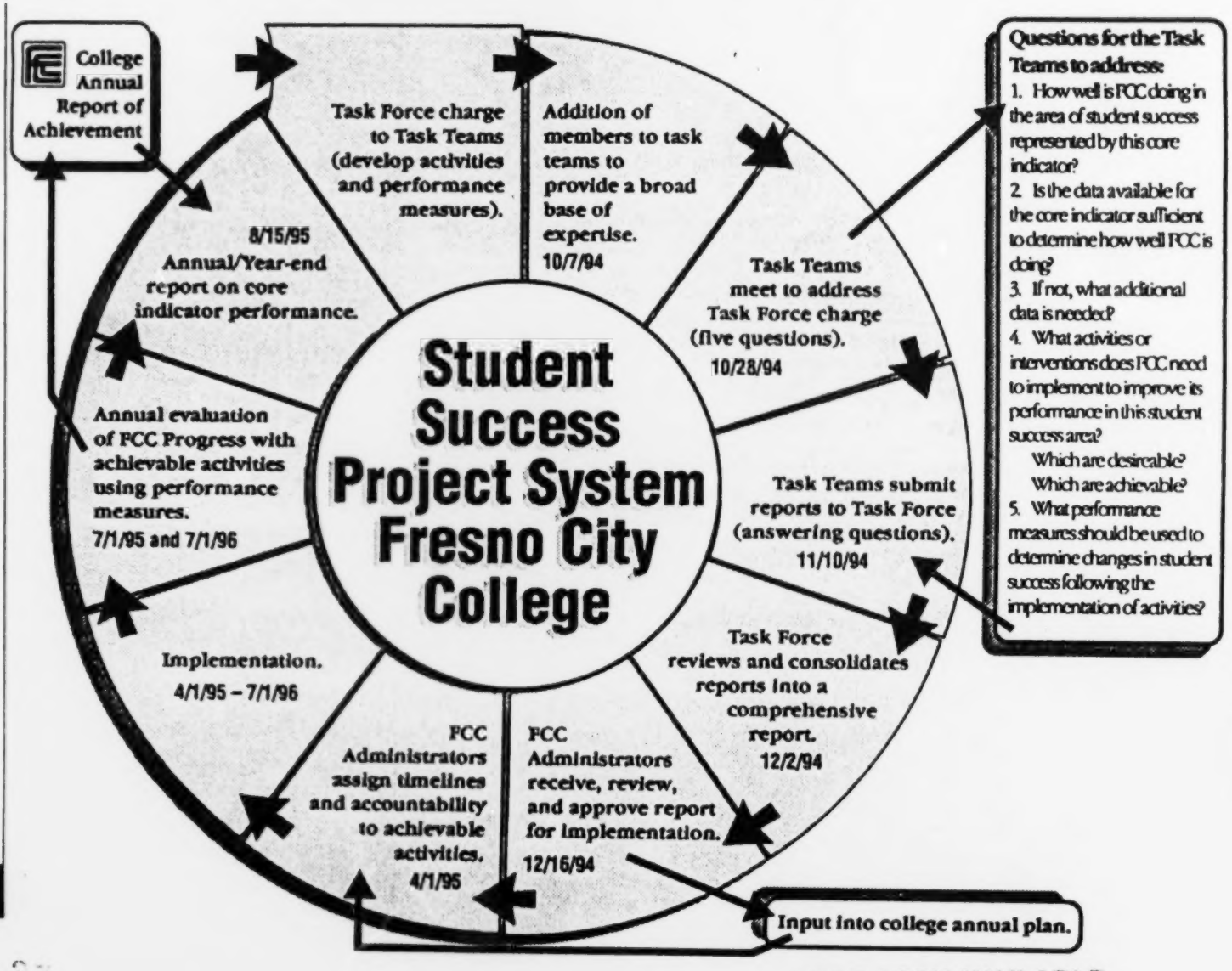
13. Student Involvement
Marilyn Meyer
Frank Quintana
Beth Albright
Linda Albright
Greg Ahlstrand
Jerry Kirkhart
Craig Reid
John Roberts
Gurdeep Sihota
Bill Syvertsen

Staff Development Projects
1.Collaborative Education Project
Robert Arroyo
Marilyn Meyer
Frank Quintana

2. Instructional Technology
Marilyn Meyer
Donna Alpert
Debbie Ikeda
Jannett Jackson
Jerry Kirkhart
Brad Lopez
Michael Quinn
Bill Seaberg
Bill Syvertsen

3. New Staff Orientation
Frank Quintana
Soledad Dominguez
Sherian Eckenrod
Frances Lippman
James Manning

Task-Team 2
Customer Service Training
Levonne Kelly
Pearl Mangum
George Pisching
Laura Haney
Marilyn Haines


College Annual Report of Achievement
Task Force charge to Task Teams (develop activities and performance measures).
Addition of members to task teams to provide a broad base of expertise. 10/7/94
Task Teams meet to address Task Force charge (five questions). 10/28/94
Task Teams submit reports to Task Force (answering questions). 11/10/94
Task Force reviews and consolidates reports into a comprehensive report. 12/2/94
FCC Administrators receive, review, and approve report for implementation. 12/16/94
FCC Administrators assign timelines and accountability to achievable activities. 4/1/95
Implementation. 4/1/95 – 7/1/96
Annual evaluation of FCC Progress with achievable activities using performance measures. 7/1/95 and 7/1/96
8/15/95 Annual/Year-end report on core indicator performance.
Student Success Project System Fresno City College
Questions for the Task Teams to address:
1. How well is FCC doing in the area of student success represented by this core indicator?
2. Is the data available for the core indicator sufficient to determine how well FCC is doing?
3. If not, what additional data is needed?
4. What activities or interventions does FCC need to implement to improve its performance in this student success area?
Which are desirable?
Which are achievable?
5. What performance measures should be used to determine changes in student success following the implementation of activities?
Input into college annual plan.

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